Prepared by: Tousif Rehman Shah

Class Nine

- Points to remember while writing a summary
  - do not write the original piece.
  - keep the summary short.
  - Use your own wording.
  - refer to the central idea of the original piece.
  - read with who, what, when, where, why and how questions in mind.
  - do not include your own opinions.
- A list of nouns that change meaning in the singular and plural forms

Sg. noun	meaning(s)	pl. noun	meaning(s)
arm	part of body	arms	(1) parts of body (2) weapons
glass	a drinking container	glasses	(1) drinking containers (2) glasses for eyes
content (adj)	in a state of peaceful state of mind	contents	list of items contained
content (n)	(1) amount of sth (2) contentment		
spectacle	a visually striking performance	spectacles	(1) eyeglasses (2) sights
cloth	simple woven fabric	(1) cloths (2) clothes	pieces of cloth garments
custom	a habitual practic	customs	(1) habits (2) State agency that regulates goods at borders
good	well-being/goodness	goods	merchandise
green (n)	colour name	greens	leafy parts of plants
premise	a logical ~~argument~~ proposition	premise(s)	(1) many propositions (2) a building/property

quarter	a fourth part	quarters	(1) many forth parts (2) lodgings and rooms
colour	hue	colours	(1) many hues (2) flag of a regiment
effect	result; outcome	effects	(1) results; outcomes (2) personal property
manner	a method	manners	(1) methods (2) correct behaviour
moral	a moral lesson	morals	(1) moral lessons (2) conduct (چال چلن)
number	a quantity	numbers	(1) quantities (2) verses (3) musical notes
pain	suffering	pains	(1) sufferings (2) care, exertion (مشقت)
letter	(1) letter of the alphabet (2) epistle (خط)	letters	(1) letters of the alphabet (2) epistles (3) literature
ground	(1) earth (2) reason	grounds	(1) enclosed land attached to a house (2) reasons (3) dregs
air	atmosphere	airs	affected manners
compass	extent; range	compasses	an instrument used for drawing circles
respect	(1) regard (عزت) (2) manner, method	respects	(1) compliments (2) methods
physic	medicine	Physics	natural science
iron	a kind of metal	irons	fetters
force	strength	forces	(1) many forces (2) troops

element	a chemical specie	elements	(1) chemical species (2) weather conditions (3) rudiments of a subject
copper	an element	coppers	copper coins
tin	an element	tins	coins made of tin
brother	son of the same parent	(1) brothers (2) brethren	sons of the same parent members of one community
die	stamp for coining	(1) dies (2) dice	stamps for coining small cubes with six sides
index	a list of items	(1) indexes (2) indices	tables of contents to books signs used in algebra
penny	a coin worth $\frac{1}{100}$ of a pound	(1) pennies (2) pence	individual number of coins total amount those coins make.
light	(1) radiance [تجلّی] (2) a lamp	lights	lamps
people	(1) men and women in a crowd (2) nation	peoples	nations
powder	(1) dust (2) dose of medicine in fine grains like dust	powders	doses of medicine
practice	(1) habit (2) exercise of a profession	practices	habits
wit	mental sharpness or humour	wits	mental faculties as a whole
work	(1) labour (2) creative outcome	works	(1) an author's whole ~~body~~ compendium of collected output (2) factories/plants (3) machinery complexes/ moving parts of a mechanism (4) harsh treatment given

(1) base (2) basis	(1) foundation (2) Army camp foundation	bases	(1) foundations (2) Army camps
Character	(1) attributes and traits of ~~as~~ person (2) an individual	characters	individuals
condition	(1) a stipulation (شرط) (2) a state of being (حالت)	conditions	(1) stipulations made (2) external circumstances
spirit	(1) soul; ghost	spirits	(1) souls; ghosts (2) enthusiasm

- Some irregular plurals borrowed into English

Italian	bandit	banditti / bandits
French	(محترمہ) madame (madam)	mesdames (محترمات)
	monsieur (جناب)	messieurs
Hebrew	cherib (فرشتہ/جبرائیل وغیرہ)	cherubim/cherubs
	seraph (اسرافیل)	seraphim/seraphs

- An antecedent is a word/noun for which pronoun stands.
- A pronoun must agree with its antecedent in number, gender and person but not necessarily in case.
- When the antecedent of a pronoun comes before it, the pronoun is making an anaphoric reference.

. I went out with Jameela yesterday. She looked pretty.
antecedent pronoun

- When the antecedent of a pronoun comes after it, the pronoun is making a cataphoric reference.

. After checking his purse, Aslam realized he had forgotten the keys.
pronoun antecedent

- Dash is used to indicate that a sentence has been broken off. e.g: "You may belong to any religion or cast — You are all citizens of one state."

- Personification is literary device in which human qualities are attributed to inanimate objects or non human things. Represented of an abstract quality in human forms is also called personification.
- Paraphrasing is a re-writing the poet's words or ideas in your own words without altering the meaning. A stanza takes the shape of prose. It is about the same length as the original, because the purpose is to re-phrase without leaving out any important point.
- Points to keep in mind while paraphrasing a poem.
    - mark thought groups in the stanza.
    - paraphrase the message in simple text.
    - change poetic words with simple ones.
- An adverb is a 'single word' that modifies a verb, an adjective or ane adverb or an entire clause. It belongs to a distinct lexical category.
- An adverbial is any element – word, phrase, clause – from any lexical category that functions to modify the verb phrase or the whole clause.
- An adverb or adverbial answers the questions: how, how much, when, where, why, how often etc.
- Comparitive and superlative of all adverbs ending in -ly is made by adding more and most respectively before them.
    - beautifully → more beautifully → most beautifully
    - effectively → more effectively → most effectively
- Comparitive and Superlative forms of one-syllable and most two-syllable adverbs are made by adding the suffix -er and -est respectively to the end of positive degree of adverbs.
    - hard → harder → hardest
    - fast → faster → fastest

- A list of adverbs with -er/-est degree forms:
  - high → higher → highest
  - loud → louder → loudest
  - kindly → kindlier → kindliest
  - late → later → latest
  - soon → soon → soonest
  - early → earlier → earliest
- Some adverb comparison has irregular degree forms.
  - well → better → best
  - little → less → least
  - badly → worse → worst
  - much → more → most
  - far → farther/further → farthest/furthest
  - late → later → last
- Following adverbs have comparitive and superlative degree forms both with more/most and -er/est.
  - oft/often → oftener/more often → oftenest/most often
  - early → earlier/more early → earliest/most early
- A flat adverb is an adverb that has the same form as its related adjective. Flat adverbs make their comparitives and superlatives by adding -er/-est. Most of these flat adverbs also have another adverb form made by ending on -ly to the end of these adverbs. Such adverbs are regular adverbs whose comparitive and superlative degrees are made by more/most.

Flat adverbs with degrees	Their counterfeits with degrees
fast → faster → fastest	X X X
hard → harder → hardest	hardly → X → X
high → higher → highest	highly → more highly → most highly
low → lowler → lowest	lowly → more lowly → most lowly
deep → ~~deeper~~ → deepest	deeply → more deeply → most deeply
close → closer → closest	closely → more closely → most closly
near →	nearly → more nearly → most nearly
long → longer → longest	X X X
late → later → latest/last	lately → more lately → most lately
quick → quicker → quickest	quickly → more quickly → most quickly

slow → slower → slowest	slowly → more slowly → most slowly
loud → louder → loudest	loudly → more loudly → most loudly
right → righter → rightest	rightly → more rightly → most rightly
* wrong → more wrong → most wrong	wrongly → more wrongly → most wrongly
straight → straighter → straightest	X X X
cheap → cheaper → cheapest	cheaply → more cheaply → most cheaply
clear → clearer → clearest	clearly → more clearly → most clearly
fair → fairer → fairest	fairly → more fairly → most fairly
fine → finer → finest	finely → more finely → most finely
tight → tighter → tightest	tightly → more tightly → most tightly
loose → looser → loosest	loosely → more loosely → most loosely
sharp → sharper → sharpest	sharply → more sharply → most sharply
soft → softer → softest	softly → more softly → most softly
bright → brighter → brightest	brightly → more brightly → most brightly

- An adverb clause can modify a single verb, adjective, adverb, a whole phrase or even an entire clause.
- Imagery means using figurative language to represent objects, actions, and ideas in such a way that it appeals to our physical senses.
- Imagery needs the aid of figures of speech like simile, metaphor and personification in order to appeal to the physical senses.
- There are five types of imagery based on type of sense they appeal to: visual, auditory, olfactory, gustatory and tactile.
- Visual Imagery is the most frequently-used type of imagery. It appeals to the sense of sight. A visual imagery describes what something looks like including its colour, shape, size, pattern, and light. e.g.

. The deep blue sea crashed against the jagged, grey cliffs.

- Auditory Imagery evokes sounds, from loud noises to complete silence and it appeals to the sense of hearing. It can include volume, pitch, rhythm, and the quality of a sound. e.g:
  - The hiss and crackle of the burning logs was the only sound in the cabin.
  - a deafening roar
- Olfactory Imagery brings scents and aromas to the readers/listeners, which can be powerful for triggering memory and emotion. It appeals to the sense of smell. e.g:
  - He was greeted by the sweet, intoxicating fragrance of jasmine as he entered the garden.
- Gustatory Imagery relates to flavours experienced by the tongue. It's often used with food but can also describe other sensations, like blood or mental. It appeals to the sense of taste. e.g:
  - The lemonade was a perfect blend of tart and sweet, with a hint of mint.
  - a mettallic taste.
- Tactile Imagery conveys what something feels like physically and appeals to the sense of touch. It includes texture, temperature, pressure, and pain. e.g:
  - She ran her fingers over the cool, smooth, surface of the marble statue.
  - The rough, scratchy, wool of the blanket irritated his skin.
- There are afew other images beyond these senses.
  - Kinesthetic Imagery appeals to sensation of movement of tention in the muscles and joints. It describes the feeling of bodily movement, effort, or strain. e.g:

- He felt the burn in his thighs.
- Organic Imagery appeals to the internal, physiological sensations within the body. This includes feelings like hunger, thirst, fatigue, nausea, a racing heart, or a pulse.
    - a dull muscle ache.
    - a quick, frantic, flutter of his own heartbeat.
- Thermal or Temperature Imagery appeals to sensations of heart and cold. It is related to tactile imagery but more specific than that.
    - The blistering heat of the desert sun.
- Connotation or connotative meaning refers to the emotions or human reactions and feelings that come from a word. Connotative meaning could be of positive as well as negative associations.
- Denotation or denotative meaning is the precise, literal definition of a word that might be found in a dictionary. It is the very basic core meaning of the word depsired of any cultural, contextual and emotive spin of the speaker.
- A biography is an account of a person's life, actions, beliefs and daily routines and habits written from another person's point of view.
- An autobiography is an account of a person's life, actions, habits, beliefs and daily routines written by that person himself/herself.
- Difference between words:

look = a casual glance at what is already there.
search = intionally seek something we don't where it is now.

buy = everyday transaction (common, informal)
purchase = formal transaction (official, business)

- hide = general action (could be accidental)
- conceal = deliberate secrecy (with intent to disguise)
- learn = to learn knowledge as a ~~teacher~~ student
- educate = to give knowledge as a teacher
- reward = for effort or behaviour (can be informal, can be unceremonious as well as ceremonious)
- award = for achievement (formal, public, given ceremoniously)

- Reward is in payment/compensation for efforts or pains but award is given in honour/recognition and is usually a trophy not money. Even if it is money, it is honorarium and not for services provided.
- Formal letters are written for various purposes:
  - to ask for information
  - to offer thanks, congratulations, or condolences.
  - to ask for advice
  - to express a view
  - to give reference.
- Format of a formal letter

House # B-106, Shah Jahan Complex, Shami Road, Peshawar	Sender's address or Return's address
Nov 27, 2017	Date of writing
The Editor, The Frontier Post Peshawar	Recipient's address
Dear Sir,	Greetings/Salutation
Letter	Body
Yours sincerely, Name	Closing/Farewell

- Salutations and closing remarks in formal emails
  - If you know their names:
    Dear Mr/Mrs. Abrahs,
    Yours sincerely,
  - If you do not know their names:
    Dear Sir/Madam
    Yours faithfully
- In formal letters and emails, use 'first name' if you know the person or if they have asked you to.
- In formal writings, do not use contractions.
- Hyphen is used to separate parts of a word such as
  - Compound noun chief-of-Army-Staff
  - Compound number between 20 and 100. e.g
    twenty-one, eighty-three, ninety-nine, forty-nine
  - dividing syllables in a word to show syllabification e.g.
    ab-sorb, ma-nag-ment.
- Hyphen is a short, single-character line which connects word parts.
- Techniques for interviewing
  - introduce oneself and the other person
  - prepare and ask relevant questions for an interview
  - give appropriate responses in an interview
  - make notes of the responses in an interview
  - respond appropriately and effectively to questions
  - use appropriate language
  - demonstrate sensitivity and respect to others
  - compile the oral responses of the interview in written form
- Qualities of Introductory paragraph of a Persuasive Essay
  - topic and controversial issue introduced effectively
  - both sides of opinions presented with brief reason
  - writer's own position stated clearly
  - three or more supporting reasons stated in parallel structure

- Qualities of conclusion paragraph in a Persuasive Essay
  - Summary of all points in a unique way.
  - points out solution or calls for action, giving the reader a sense of ending.
- A pair of parentheses is used to:
  - enclose numbers or letters in enumerations in the text.
    (1), (2), (3) or (a), (b), (c).
  - express the amount in numbers previously expressed in words.
    thirty-six (36), seventy-two (72).
  - mark off explanatory or supplementary material.
    Hidayat-ullah (the artist).
- A ellipsis preceded and followed by a space is used to:
  - show that some text has been left out to shorten a passage where the omitted text is either extra or does not change the meaning of the original text.
  - show a pause, a hesitation, or an incomplete thought, especially in quotations

Class Ten

- Jargon is the specialized vocabulary used within a particular profession, discipline, or group. Its words and phrases often carry precise technical senses that are clear to insiders (users of that jargon) but obscure to those outside the field.
- Some jargon terms related to boxing with meaning:
  - haymaker = a powerful blow
  - bob and weave = dodge and defend against opponent's punches
  - jab = the lead fist thrown straight ahead with the arm fully extended.
  - pull punches = when you pull a punch, you don't hit the other fighter as hard as you can.

- bout = a wrestling or boxing match
- slugger = a boxer known for his/her ability to deliver hard punches

- An essay, in its academic sense, is a focused piece of prose that examines a subject through reasoned reflection and organized argument. It presents a central idea and develops it with evidence, analysis, and a coherent structure.
- Following are the principal types of essay.
  - Expository essay aims to clarify a topic by presenting information in a balanced and orderly manner, free from personal bias.
  - Descriptive essay seeks to describe and evoke again a person, place, object, or experience through precise sensory detail, creating a vivid impression rather than building an argument.
  - Narrative essay recounts events with a clear sequence and perspective, using storytelling techniques to convey meaning beyond the bare plot.
  - Persuasive essay argues for a position, employing logic, evidence, and rhetorical force to guide the reader toward a particular conclusion.
  - Analytical essay examines a text, idea, or phenomenon by breaking it into parts and interpreting how these parts work together to produce meaning.
- Adjectives can be formed from nouns and verbs by adding these suffixes: -al, -ous, -ly, -able, -y, -ed, -ing, -ful, -less, -ic, -ical, -t.
- The modals to show ability are:
  can, could, was able to, couldn't, wasn't able to.

- The modals to show possibility and probability are: might, may, must, could, can't be, can it be?
- The modals to ~~show~~ ask, give and refuse permission are: can, could, may, might, mustn't, can't.
- The modals to show request are: can, could, will ('ll).
- The modals to show offer are: Would you like?, Shall I/we?, Will you have?
- The modals to show suggestion are: could, shall I/we---?
- The modals to show advice and strong obligation are: should, ought to, had better.
- The modals to show obligation and necessity are: must, have to, have got to.
- The modals to show an absence of necessity are: needn't, don't need, don't have to, didn't have to.
- The modals to show prohibition are: mustn't, can't.
- A root word is the core lexical element of a word, stripped of prefixes and suffixes, that carries the essential meaning from which related words are formed. In liguistics terms, it is the base to which affixes attach and from which a family of derived words grows.
- The root word of 'vocabulary' is 'voc', which is a Latin root meaning 'word' or 'name'.
- List of some root words, their English meanings and examples are given below.

· anti

meaning: against

examples: antibiotics/antidote

- as(ter)
  meaning: star
  examples: asteroid/astronomy/astronaut
- aqua
  meaning: water
  examples: aquarium/aquatic
- auto
  meaning: self
  examples: automatic/autobiography
- pel/pul
  meaning: push/drive
  examples: expel/impulsive/repel
- bio
  meaning: life
  examples: biological/biography

- There are four ways to organize body paragraphs in an essay.
  - Chronological order is one that shows a sequence of events in the order they occured through time, and to that following transitional devices are used: first, next, then, finally, as soon as, subsequently etc.
  - Order of Importance is one in which ideas or steps are prioritized according to the importance of information. Information can be structured from most important to least important or vice versa. Some key transitional words to use with this method of organization are: most importantly, almost as importantly, just as importantly, and finally.

- Spatial order is the location of things in order of their physical being. Therefore, a spatial order paragraph is a form of writing that describes items as they are in their physical location, such as from top to bottom, left to right, centre to corner and over the head.
- Specific to geneal and vice versa are two types of order of daveloping an essay, in which thes ideas flow from a broad observation about a topic to specific details in support of that topic.
- Following is a list of clause markers of various adverb clauses.
  - time = when, while, whenever, as soon as
  - concession = in spite of, despite, although, even though
  - reason = as, because, in case, so
  - purpose = in order that, so, that, so that
  - manner = as, as if, as though, like
  - place = where, wherever, everywhere
  - condition = even if, if, only if, unless
- We use prepositional phrase for many purposes like:
  - as adverbials of time and place. e.g:
    We will be back in a few days.
    They drove to Peshawar.
  - as post modifier in a noun phrase. e.g:
    Hina is the girl in the red dress.
    The lion was killed by the hunter.
  - with double object verbs like 'give' and 'get': e.g:
    They got a drink for me.
  - after certain verbs, nouns and adjectives as part of fixedepression.

The book belongs to me.
I had an argument with my brother.
I feel sorry for you.

- An infinitive can be used:
  - as a noun
    He wants to go.
    To see is to believe.
  - as an adjective
    ~~They~~ The player to watch this session is Travis Head.
    The house is to let.
  - as an adverb
    The speech will be easy to memorize.
    I have come to speak.
- A gerund can be used
  - as subject of the sentence.
    Swimming is a good exercise.
  - as direct object of a transitive verb
    The girl enjoys swimming.
  - as predicative nominative or subject compliment
    The best exercise is swimming.
  - as object of a preposition
    She was scolded for swimming.
- There are four common types of sentences in English, each with a different purpose.
  - Declarative sentences are used to make statements both positive and negative.
  - Interrogative sentences are used to ask direct questions.
  - Imperative sentences are used to give commands, suggestions and warnings.
  - Exclamatory sentences are used to express strong emotions with statements.

- When 'qu' is used to make the 'k' sound at the end of the words, it always needs an 'e' with it. So it becomes 'que' sounding same as a 'k'. e.g.
  unique, mystique, phsique, technique, boutique.
  Some words also make 'k' sound at the end by just a final 'c'. e.g
  mystic, physic.
  But meanings may vary.
- A book review is a form of literary criticism in which a book is analyzed based on content, style, and merit. A book review may be a primary source, opinion piece, summary review or scholarly review. The length of a book review vary from a single paragraph to a substantial essay.
- To review a book, following sequential steps are followed:
  - Author and Title

    Provide information about the author and his/her popularity and the title. Also tell if the author has written any book before this book or the current book is his/her first.
  - Short summary

    Provide a short summary of the plot in your own words that does not give away the exciting parts of the story. Make sure that you write with expression and that your topic sentence hooks the reader. Finally, try not to include opinions in this portion of the review.

- Genre of the book

Tell the reader about the category of the book: historical fiction, mystery, fantasy etc.

- Additional Information

In this section, some additional information about the book or the author is given so that the readers can better understand the recommendations. Examples include:

(a) a favourite quotation from the book so that the reader can understand what's happening in that part of the story. Make sure to use quotation marks and explain to the reader why you liked that quote.

(b) describe your favourite character and his/her traits. Tell if the character is believable. why?

(c) Tell why you think the author has written the book. Was it to persuade, entertain, inform, or teach?

- Recommendations

Tell the readers if you would recommend them to read the book. Explain why you would or would not recommend this book to others. Be specific so that your readers really understand what you liked or disliked about the book.

Day: Date:

Important points from Exercise grammar

Prepared by: Tousif Rehman Shah
Class Eleven

- A group discussion refers to a communicative situation that allows its participants to share their views and opinions with other participants. It is a systematic exchange of information, views and opinions about a topic, problem, issue or situation among the members of a group who share some common objectives.
- Following are useful phrases to be used during a group discussion.
  - agreeing with a point
    - I totally agree with....
    - As a matter of fact, Mr./Miss X is right by saying that...
    - I think you are absolutely right
    - I have to side with X on this one
    - There can be no doubt that...
  - disagreeing
    - With due respect, I believe it would be wrong to...
    - With due respect, I would only partly agree to that...
    - I feel it wouldn't be right to...
    - Though I agree with ... it seems to me that...
  - Suggesting one's opinions
    - My honest opinion would be that...
    - The way I see it...
    - The point I would like to make is that...
    - I would like to say that...
    - I am of the opinion that...
  - asking for clarification
    - I am sorry but could you make it more clear...
    - If you don't mind, could you please repeat that again...

- interrupting politely
  - Sorry to interrupt, but...
  - I would like to add here that...
  - Is it ok if I add something here...
  - If I may interrupt, I would like to add that...
- relating to ground reality
  - In today's world...
- stating popular facts
  - As a matter of facts...
- thanking someone before making one's point
  - Thank you for asking my opinion...
- giving a chance to someone to assert their opinions
  - What do you think about this, X?
  - Tell us your opinion/judgement/take on the matter...
- quoting someone popular
  - As X had once said...

- A list of some words with silent letters

receipt
whale
align
rendezvous
gnaw

doubt
wrong
Wednesday
know
plateau

gnome
ballet
castle
guest

halves
excerpt
thumb
sword

- Some cooking terms with meaning:

• to mark with knife without cutting	scoring
• to take skin off fruit/vegetable	peeling
• to cut into cubes	dicing
• to shake powder through a fine mesh/net	sieving
• to massage with hands	kneading
• to cook in hot water	boiling
• to turn heat down to cook slowly	simmering

• to use an implement to cut food into shreds	grating
• to cook using hot oil in a pan	frying
• to cut very roughly	chopping
• to stir ingredients together	mixing
• to cut into thin slices like paper	slicing
• to cook in oven without oil	baking
• to cook in oven with oil	roasting

- Some transitional words and category they belong to

. For-example	result/consequence	. Finally	Sequence/Order
. Therefore	illustration/examplification	And now	Additive/temporal shift
. Till then	Time	. So	result/inference
. But	Contrast	. On the way	Spatial/process
. Yet	Concessive contrast	. However	Contrast
. Meanwhile	Simultaneous time	. Consequently	Result
. Without a doubt	Emphasis/certainty		

- List of some Time order / process transition words

first
as soon as
then
by the time
second
during
finally
over time
later
when
meanwhile
next
after
last

- How to paraphrase poetry
  - Use your own words to explain the major ideas line-by-line.
  - Paraphrasing is not the same as explicating or analyzing a poem.
  - the goal is to rephrase the ideas in your own words without evaluating or addressing the author's hidden messages or underlying themes.
  - a paraphrased line of poetry is a literal transitional in regular prose without rhyme or meter.

- Meanings of some words related to politics

electorate	a body of people eligible to vote
referendum	a general vote by the electorate on a single political question that has been refered to them for a direct decision
campaign ad	a political advertisement to promote an ideology among the masses
Parliament	the highest legislature in a country
opinion poll	a survey of public opinion from a particular sample

- Difference among between similar words

arrogant	shows inflated self-worth coupled with disregard for other people's dignity
snobbish	someone who looks down on others because they believe their own social class, taste, or education is superior
proud	a justified and balanced sense of dignity or achievement
vain	suggests a hunger for admiration and recognition. A vain person is preoccupied with their appearance, public image, or reputation.

- There's no house in town better than mine. (arrogant)
  Oh, my hair looks wonderful today. (vain)
  My son did really well in his exam. (proud)
  I can't stand talking to poor people. (snobbish)

- Meanings of some words related to space science

the beginning of a space flight	launch
to attach self to another space vehicle	docking
counting to zero before launch	countdown
going around a planet	orbit

the force that all celestial bodies have	gravity
when the space vehicle leaves the surface	lift-off
using astronauts, not computers or animals	manning
landing in the sea	splashdown

- Steps for writing reference to the context
  - Step-I
    - Begin by mentioning the name of the poem and the poet of that particular poem
  - Step-II
    - Briefly describe the context/situation in which the given lines occur
    - Identify the order/place of given lines in the poem. i.e occuring in the opening or concluding section, and also mention in which stanza the given lines occur.
    - Identify the form of the poem whether it is a sonnet, lyric, dramatic monologue, ode or ballad etc.
- Steps for writing explanation of lines
  - Step-I
    - Give a simple and brief meaning of the passage.
    - Look for the hidden meanings conveyed through poetic devices.
    - Mention similes, symbols, metaphor, personification, imagery, etc. if any.
  - Step-II
    - Bring out the meaning of these poetic lines.
  - Step-III
    - Relate the underlying relevance and beauty of these poetic features by way of commenting on their effect in the poem.

Some important idioms with meanings

- You can't teach an old dog new tricks
  It is hard to change someone's long-established habits.
- A bear with a sore paw
  A person who is irritated and snaps at others.
- To have a whale of a time
  To enjoy oneself immensely.
- Cold turkey
  abruptly stopping a habit, often with discomfort/a period of time without something one is addicted to.
- Don't count your chickens before they hatch
  Do not assume success before it actually happens.
- A fly in the ointment
  A small flaw that spoils something otherwise good.
- A bee in one's bonnet
  An obsessive idea that someone cannot stop thinking about.

Modals of ability

- 'Can' is used to show ability in the present.
  She can play the flute and the guitar.
- 'Could' is used to show ability in the past.
  I could study for hours when I was 10.
- 'Be able to' is a phrasal modal used to show:
  - ability in Simple sentences
    He is able to walk now.
  - ability in perfect tenses
    They haven't been able to solve the problem yet.
  - ability in future tenses and with modals.
    I think I will be able to take a day off.
  - a past success rather than just ability.
    She was able to reach the shore.

- Modals of certainty/possibility
  - ‘Might’ is used to show the least possibility.
    Oh no, I think they might be hurt! But I'm not sure.
  - ‘May’ is used to show a fifty-fifty possibility.
    He is running well! I think he may win!
  - ‘Must’ is used to show the highest level of possibility.
    They look just the same! I am sure, that boy must be his son.
- Modals of necessity
  - ‘Need’ is used to show a less strong necessity.
    I have worked too long! I need take a break!
  - ‘Have to’ is used to show a stronger necessity.
    Wow, my house is a mess! I really have to clean abit!
- Modals of advisibility
  - ‘Should’ is used to show a good, morally neutral advice. It is more of a suggestion than responsibility.
    I think we should play. What do you think?
  - ‘Ought to’ is used to show an important, morally stronger advice. It is more of a responsibility.
    His cell phone is ringing. I think he ought to answer it.
  - ‘Had better’ is used to show a warning. There is a piece of advice with threat of bad result if not acted.
    He had better go inside, or he will get a terrible sunburn!
- Paragraphs of a formal letter
  - The first paragraph should be short and state the purpose of the letter — to make an enquiry, a complaint, a request for something etc.
  - The middle paragraph (or paragraphs) shald contain the relevant information behind the writing of the letter. Most letters in English are not very long,

so keep the information to the essentials and and concentrate on organizing it in a clear and logical manner.

- The last paragraph of a formal letter should state what action you expect the recipient to take – to refund, send you information, etc.

Structure of a formal letter.

(1) Sender's address

- It is also known as the return address.
- It should be written in the top left corner of page.
- Avoid putting commas or full stops at end of lines.

35-D3
Zone-3
D.I.Khan.

(2) Date

- Write the day in numbers, month as name in the middle, and the year in number format.

10th April 2010.

- Another way is to write month name at the beginning, followed by day as number followed by a comma and then the year as number.

April 10, 2010.

(3) Receiver's address

- Write the name, job title and most importantly the address of the person you are writing to.
- Commas or full stops at end of lines are usually avoided.

Mr. Abrar Khan
The News
107- The Mall
Peshawar

(4) Salutations or Greetings

- A comma at the end is necessary.
- If the name of the person you are writing to is not know, say:

  Dear Sir, or Dear Madam,

- If you know the name of the person you are writing to, use the title (Mr., Mrs., Miss, Ms., Dr. etc) and the surname only.

  Dear Mr. Abrar, or Dear Dr. Ashfaq,

- If you are writing to a woman and do not know if she uses Mrs. or Miss, you can use Ms., which is used for both married and single women.

  Dear Ms. Anjam,

(5) Ending of the letter

- If you have started your letter with 'Dear Sir/Madam,' end the letter saying:

  Yours faithfully,

- If you have started your letter with 'Dear Mr. Abrar,' etc, end the letter saying:

  Yours sincerely,

- A comma at the end is necessary.

(6) Your Signature-

- Sign your name underneath the ending.

- Fill in the blanks with one of the following words:

after immediately afterwards before
now finally until as soon as

(1) Before going to sleep, I like to read for half an hour.

(2) Call me as soon as you get to the hotel, OK?

(3) First we went to offer prayers, afterwards we went to have a dinner together.

(4) I didn't look at the answer until finishing the test. I didn't cheat!

(5) If you see this book on sale for less than ten dollars, buy it immediately. It usually costs nearly twenty.

(6) After following Mrs. Ibrar for almost an hour, I saw her enter the restaurant.

(7) We looked in four stores, finally finding it in one very near our house!

(8) I don't want it in ten minutes. I want in now!

◎ Some sociology terms explained.

- Social mobility: The ability of individuals or groups to move within a society's social structure, changing their social structure.
- Social class: A group of people in a society who share similar economic, cultural, and social conditions and status.
- Social hierarchy: The ranking of individuals or groups in a society based on status, power, or prestige.
- Horizontal social mobility: Movement of individuals or groups within the same social level, without change in status or class.
- Vertical social mobility: Movement of individuals or groups up or down the social hierarchy, leading to a change in status or class.

◎ Dynamics of group discussion:

- present one point of view clearly
- support or modify one's opinion with reasons
- agree or disagree politely at appropriate time

- share information and ideas
- clarify, rephrase, explain, expand and restate information and ideas.
- modify, elaborate and extend a statement made by peers or others.

- An oral recount is a spoken account of events or experiences, usually told in the order they happened. Its purpose is to retell past events clearly and logically, often including personal reflections or feelings. Unlike written recounts, it relies on verbal expression, tone, and sometimes gestures to engage the listener.
- Use the words 'passed' and 'past' correctly to fill in the blanks

(1) The museum is on the right, just past the church.
(2) My brother passed his exams with great results.
(3) We've just passed the exit for Leeds. We'll have to turn around.
(4) Go past the post office then turn left and you'll see your hotel.
(5) He thinks he was a fool in his past life.

- Rules for using gerunds and infinitives after verbs

The verbs (try, stop, forget, remember, regret) can be followed by either a gerund or an infinitive, but the meaning changes based on which form is used - gerund or infinitive.

try + gerund = means to experiment with something to see if it works, or to solve a problem. It exists as an option/choice.

→ it exists as an obstacle/difficulty

try+ infinitive= means to attempt to do something that is difficult or requires effort.

stop+ gerund = means to cease or discontinue an activity

stop+ infinitive= means to pause one activity in order to do another.

forget + gerund= means to forget that one has done something in the past (often used with 'never forget' or in negative contexts)

forget+infinitive= means to forget to do something that one is supposed to do (now or in future)

remember+ gerund= means to recall a past experience or action

remember + infinitive= means to remember to do something in the future.

regret + gerund= means to feel sorry about something that happened in the past

regret + infinitive= means to announce bad news in a formal or polite context.

Use the verbs in parenthesis either as gerund or the infinitive as per the need in the context.

(1) I couldn't sleep so I tried drinking some hot milk. (an experiment to solve the problem)

(2) She tried to reach the book on the high shelf but she was too small. (attempting a difficult action)

(3) They tried to get to the party on time but the bus was delayed. (attempting a difficult action)

(4) We tried opening the window, but it was so hot outside, it didn't help. (an experiment to solve the problem)

(5) He tried to get a job in a newspaper firm, but they wouldn't hire him. (attempting a difficult action)

(6) He tried getting a job in a newspaper firm, but he still wasn't satisfied. (an experiment to solve the problem)

(7) You should stop smoking; it's not good for your health. (ceasing an activity altogether)

(8) We stopped studying because we were tired. (ceasing an activity altogether)

(9) They will stop to have lunch at twelve. (pausing an activity to do another)

(10) We stopped to have a rest because we were really sleepy. (pausing an activity to do another)

(11) Oh no! I forgot to buy milk. (forget to perform an action)

(12) Please, don't forget to pick up some juice on your way home. (forgetting to perform an action)

(13) I forget locking the door, but I'm sure I must have locked it. (forgetting having done something in the past)

(14) Have we studied this before? I've forgotten learning it. (forgetting having done something in the past)

(15) Please, remember to bring your homework. (remembering that one has to do it now or in the future)

(16) I remember going to the beach as a child. (remembering that one has done it in the past)

(17) Finally, I remembered to bring your book! Here it is. (remembering that one has to do it now or in the future)

(18) Do you remember eating steak in that little restaurant in Lahore? (remembering that one has done it in the past)

(19) I regret to tell you the train has been delayed. (announcing a bad news)

(20) I regret telling Nighat my secret. Now she has told everyone. (regretting doing something in the past)

Confusion of Progressive and Gerund

- A progressive or a present participle is an -ing verb functioning as part of a verb in progressive tenses (continuous tenses). e.g

I am playing. I have been playing.
I was playing. I had been playing.
I will be playing I will have been playing.

- A progressive is preceded by a 'be' helping verb.
- A gerund is an -ing verb that functions as a noun. It is replaceable by 'something'. It can be subject, object of a verb or preposition, or follow a verb+gerund pattern.

Swimming is good. I love swimming.
She does a lot of swimming. He avoids swimming.

Decide whether the following sentences contain a gerund or a progressive.

(1) He likes reading books. (gerund)
(2) He is reading books. (progressive)
(3) Reading books can be great fun. (gerund)
(4) He is interested in reading books. (gerund)
(5) He was reading books. (progressive)
(6) He has been reading books for two hours. (progressive)
(7) Instead of reading books, Henry went to bed. (gerund)
(8) Do you like reading books? (gerund)
(9) He had been reading books. (progressive)
(10) His hobby is reading books. (gerund)

Difference between four types of future

(1) Will future
(2) Going-to future
(3) Present Indefinite structure
(4) Present Progressive structure

(1) Will future is used:

- to talk about future events seen as facts over which human beings have no control.
  - It will be a leap, next year.
  - This monday, I will turn 25.
- to talk about a general prediction based on opinion, analysis or judgement without any proof or certainty. It is mostly used after expressions: I think, I bet, I believe, I expect, I presume, I am sure, I am certain, Probably. etc.
  - I bet we will win the World Cup this time.
  - Who do you think will win the election?
- to talk about a decision that is made just at the time of speaking, and it is not pre-planned.
  - It is raining, I will take an umbrella.

(2) Going-to future is used:

- to talk about a prediction made when there is some evidence or basis or proof in the present which points to or leads to that in the future.
  - It is going to rain; look at those clouds.
- to talk about a decision that has already been made. Also, there is a strong emphasis on the subject's intention or commitment to fulfilling that decision.
  - I have thought this through; I am going to resign.

(3) Present Indefinite structure is used:

- to show fixed, timetabled and unchangeable events.
  - The match starts at 7 o'clock sharp.
- to show a future time being refered to in a subordinate clause of time after certain expressions of time: after, as, before, by the time, as soon as, if, once, the moment, until, unless.

- He will have left by the time we reach there.

(4) Present Progressive structure is used:

- to show that an action has already been arranged to take place in the future. The emphasis is on the arrangement rather than the speaker's intentions.
  - We are seeing a musical at the theatre next week.

- Fill in the correct future tense. (will future, going-to future, present indefinite, present progressive)

(1) The fridge is empty. Will you go and get some food, please?
(2) We have decided that we are going to have dinner at a restaurant tomorrow.
(3) The weather report said that it is going to be sunny tomorrow.
(4) Robina said that she would not cook for him anymore.
(5) Shakeel, will you hike with us next Sunday?
(6) We have to hurry. The train leaves in five minutes.
(7) They are hungry. I will get some milk and cornflakes for breakfast.
(8) We will probably donate some money to his charity organization.
(9) I studied a lot for the exam. I am not going to fail.
(10) They announced that the shopping mall opens on June 1st.
(11) It's a beautiful day today. I think I will go to the beach today.
(12) He is going to teach us in English next year.
(13) I feel very tired. I am going to sleep
(14) I'm not sure if he will have enough money to buy a new car next year.
(15) The word championships end next Sunday.
(16) I love Naran. I will probably go there next year.

(17) Our train leaves at 4:47.

(18) What are you wearing/are you going to wear at the party tonight?

(19) I haven't made up my mind yet. But I think I will find something nice in my mum's wardrobe.

(20) This is my last day there. I am going (to go) back to Buner to morrow.

(21) Hurry up! The conference begins in 20 minutes.

(22) Look at these big black clouds! It is going to rain.

(23) Here is the weather forecast. Tomorrow is going to be dry and sunny.

(24) What does a boy say when he sees a banana skin lying just a few meters in front of him? — "Oh dear! I am going to slip!

- A personal narrative is a form of writing that shares your personal experiences, including what you did and how you felt about your experiences.
- A good personal narrative has the following features:
  - It tells a story from personal experience.
  - It uses past tense to express the writer's feelings.
  - It employs the first-person as point of view.
  - It uses narrative techniques of dialogue, description, and pacing.
  - It records events in a sequence that makes sense.
  - It uses transitional words, phrases, and clauses to make the sequence clear.
  - It uses concrete words and phrases and sensory details to describe events and people.
- Some meanings of 'up' and 'down' with verbs.
  - Speak up = to speak louder
  - put down in writing = to write something down

- bring up an issue = to raise or introduce an issue for discussion
- slow down = to reduce speed or pace
- calm down = to become quiet and relaxed
- back up = to support something or someone
- blow up = to explode something
- go up to = to approach
- sell up = to sell all assets/property
- break down a figure = to separate a figure into smaller parts
- knock down a building = to demolish or destroy a building
- blow down = to knock something over/cause to fall by force of wind.
- set up = to establish
- Some idioms with their meanings.
- under the weather

  feeling ill or unwell
- to rain on someone's parade

  to spoil someone's plans or to discourage someone
- every cloud has a silver lining

  Every bad situation has a good aspect or hope
- to have one's head in the clouds

  to be unrealistic, daydreaming, or not paying attention to reality
- a storm in a teacup

  a lot of fuss or worry about something unimportant
- to get wind of something

  to hear about something or learn about it secretly and indirectly
- it never rains, but it pours

  When things go wrong, they tend to go wrong all at once
- under a cloud

  under suspicion or disgrace
- to be hot under the collar

  to be angry, agitated, or embarrased

- to blow hot and cold

to be inconsistent or changeable in one's opinion or enthusiasm

- to make heavy weather of something

to struggle with a task that should be simple

- any port in a storm

in a difficult situation, any solution or refuge will do

- List of some compound nouns

space suit
inmate
steam boat
halfway
milk shake
airplane

- Fill in the blanks with the words below.

in case
in the event
unless
provided
whether

(1) In the event that Jamela sees the broken vase, just tell her the dog ran into it.
(2) Take my phone number with you when you travel in case you need to get in contact with me.
(3) Provided that you have filled out the form correctly, you should get your refund within seven working days.
(4) Unless you tell me where to go, I'll get lost.
(5) Bring these chips with you in case you get hungry on the journey.
(6) Jasmine needs to know whether you still want to buy her old car or not.

- Proper order of adjective;

number → opinion → size → age → shape → colour → origion → material → purpose → participles → attributive N

- Following are the sentences with correct order of adjectives.

(1) She was wearing beautiful red shoes.
(2) He is just a silly old man.
(3) She bought a powerful new computer.
(4) They have just moved into a big modern house.
(5) Last night, I watched an interesting German film.
(6) I need a new electronic dictionary.
(7) My cellar is full of big black spiders.
(8) She was carrying a beautiful new bag.
(9) I hate this awful wet weather.
(10) I like that small glass coffee table.
(11) There is a horrible red insect on your back.
(12) Sim City is an exciting new computer game.
(13) I ate delicious hot soup for lunch.
(14) They live in a wonderful old wooden house.
(15) They are a heavy loud metal band.
(16) We wanted a grey metal table.
(17) They bought a new red car.
(18) She went home and sat on her comfortable, old wooden bed.
(19) He bought a fabulous Bannu woolen suit.
(20) They have black Dutch bicycles.
(21) He wants some really delicious French cheese.
(22) A young energetic man walked into the room.
(23) He has a lot of interesting old books.
(24) She bought a new red plastic lunchbox.
(25) He is looking for a stylish black leather bag.
(26) She dropped the beautiful old plate and it smashed.
(27) I want an amazing green silk dress.
(28) She drank hot black Italian coffee.
(29) He saw an old French writing desk.

(30) They stayed in a cute little cottage.
(31) I visited a spooky anciend German castle.
(32) He has a beautiful old silver ring.
(33) We ate some round green Italian apples.
(34) I need a comfortable computer desk.
(35) They went on holiday to a beautiful small wooden cabin.

Choose correct prefix from the list to go with each word.

Prefixes = over- non- mis- anti- multi- ex- pre- under- pro-

(1) lingual = multilingual
(2) government = anti-government / pro-government
(3) use = misuse
(4) aircraft = antiaircraft
(5) cooked = overcooked/undercooked
(6) age = underage/overage
(7) communist = ex-communist/ pro-communist/ anti-communist
(8) profit = non-profit

Position of different adverbs in sentences.

(1) I usually go to bed at 10 o'clock.
(2) I have never been to the Saudi Arabia.
(3) I have been to Turkey just once.
(4) I always take a bath before I go to bed.
(5) My grandparents live in Bannu. I visit them often.
(6) My friends are mostly non-smokers.
(7) I was very impressed with her performance.
(8) I sometimes go for a walk in the park.
(9) I watch English films occasionally.
(10) They rarely go out.
(5)* My grandparents live in Bannu. I often visit them
(8)* I go for a walk in the park Sometimes.

- Use prefixes to make the opposite of the following words:

wrap= unwrap
agree= disagree
behave= misbehave
fold= unfold
connect= disconnect
use= misuse
engage= disengage
understand= misunderstand
spell= misspell
close= disclose/unclose

- Rewrite the following sentences after adding the given adverb in an appropriate place.

(1) I have never understood her.
(2) My friend completely forgot my birthday.
(3) He quickly got dressed.
(3)* He got dressed quickly.
(4) He got dressed in a hurry.
(5) She realized her mistake at once.
(6) We are often invited to parties at the weekends.
(7) She has done everything – she has even been a soldier.
(8) I have almost finished painting the house.
(9) Could you switch off the light?
(9)* Could you switch the light off?
(10) We usually go to our native place in summer.
(11) Your sewing machine just needs some oil.
(12) It will probably rain this evening.

- Some places of adverb 'just' with meanings.
  - Just YOUR sewing machine needs some oil.
    (nobody else's does)
  - Just your SEWING MACHINE needs some oil.
    (not your other effects)
  - Your sewing machine just NEEDS some oil.
    (it has no other problems)

- Your sewing machine needs just SOME OIL.
  (it doesn't need any other thing)

◎ 'Just' as an adverbs means the same as 'only'.

◎ Some places of adverb 'only' with meanings.

- ONLY SHE told her brother she would meet him at the cafe at noon.
  (no one else told their brothers)
- She only TOLD her brother she would meet him at the cafe at noon.
  (She did nothing more)
- She told only HER brother she would meet him at the cafe at noon.
  (not anybody else's brother)
- She told only her BROTHER she would meet him at the cafe at noon.
  (not her sister)
- She told her only BROTHER she would meet him at the cafe at noon.
  (she had only one brother)
- She told her brother only SHE would meet him at the cafe at noon.
  (nobody else would meet him)
- She told her brother she would only MEET him at the cafe at noon.
  (she wouldn't do anything else. eg have lunch)
- She told her brother she would meet only HIM at the cafe at noon.
  (she wouldn't meet anyone else there).
- She told her brother she would meet him only AT THE CAFE at noon.
  (no other location)

- She told her brother she would meet him at the only CAFE at noon.
  (there is just one cafe in that area)
- She told her brother she would meet him at the cafe only AT NOON.
  (no other time)
- She told her brother she would meet him AT THE CAFE AT NOON only.
  (no other location and no other time)

◎ These nouns have interesting verb meanings

- to sand
  to smooth or scrape with an abrasive
- to beach
  to run or pull a vessel onto shore
- to hand
  to pass or give with the hand
- to picture
  to visualize or imagine something
- to dog
  (1) to track or follow like a hound
  (2) to distress someone / to bother someone
- to clock
  (1) to measure time with a stopwatch
  (2) to hit someone
  (3) to reach a certain speed
- to man
  (1) to supply with people
  (2) to accustom a wild creature to human environment
  (3) to operate a place or equipment
  (4) to muster up strength and courage for something

- to pen
  (1) to bring animals inside a pen's boundary
  (2) to write or indite
- to chair
  (1) to preside as chairperson
  (2) to carry on the shoulders in acclaim
- to radio
  to send a message by radio
- to father
  to beget a child
- to coin
  to invent a new word or phrase

- by radio vs through radio
  - to send a message by radio means that using the physical object 'radio' to transmit it.
  - to send a message through radio means radio is thought of as a transmission medium.

- Beside vs Besides
  - Beside = next to / at the side of
    it tells where something is in relation to something else.
    - Come and sit beside me.
  - Besides = in addition to / apart from / also / moreover
    It tells there is an inclusion, addition.
    - Besides English, I can speak Urdu and Persian.

- Prepositions with direction of one location from another.
  - To the north/south/east/west of
  - In the north/south/east/west of
  - On the north/south/east/west of

(1) To the north/south/east/west of

Place B is outside and separate from place A. Going to B would mean leaving A.

- Lahore is to the north of Multan.

(2) In the north/south/east/west of

Place B is a part or region inside Place A. Going to B would mean being inside A.

- Lahore is in the north of Punjab.

(3) On the north/south/east/west of

Place B is physically bordering or adjacent to the ~~northern~~/southern/eastern/wersfern side of Place A.

Going to B would mean being on boundary of A.

- The Ravi flows on the west of Lahore.

Or The Ravi flows on the western side of Lahore.

Rule 3 is not so common.

- An alternative to "To the north/east/west/south of"

Instead of saying,

Lahore is to the north of Multan.

We can say,

Lahore is north of Multan.

- Some important Prepositional phrases,

- He is at enmity with me.
- I called him at the top of my voice.
- His words are at variance with the facts.

- ~~A~~ What is a CV?

- CV stands for cirriculum vitae.
- It is a document used when applying for jobs.
- It summarizes a person's education, skills and experience.

- In the USA and Canada, CVs are known as résumés. These documents tend to be more concise and follow no particular formatting rules.
- A standard CV should be no longer than two sides of A4.
- To save space, include only the main points of education and experience. 100 word is perfect length.
- In a CV, don't repeat what you've said in your cover letter.

~~What to include in a CV?~~

- A CV should be arranged chronologically, giving an overview of an individual's full working career.
- A CV is static and doesn't change for different positions, the difference would be in the cover letter.

What to include in a CV?

(1) Contact details: include your full name, home address, mobile number and email address. If you are applying for an acting or modelling job, you have to include your date of birth and/or a photograph.

(2) Profile: A CV profile is a concise statement that
- highlights your key attributes to help you stand out from the rest.
  - It is placed at the beginning of the CV.
  - It mentions achievements, skills and aims in a nutshell.
  - A good CV profile focuses on the sector you are applying to because your cover letter will be job-specific.

(3) Education: list and date all previous education, including professional qualifications.
- Place the most recent first.

(4) Work Experience: list your experience in reverse date order, making sure that anything you mention is relevant to the job you're applying for.
- If you have plenty of work experience, this section should come before education.

(5) Skills and achievements: This is the section where you talk about the foreign languages you speak and the IT packages you can competently use.
- The key skills to be added should be these relevant to the job.
- Don't exaggerate your abilities, for you'll need to back up your claims at interview.
- If you've got lots of job-specific skills, you should do a skills-based CV.

(6) Interests: Adding relevant interests can provide a more complete picture of who you are, as well as giving you something to talk about at interview.

● What is a résumé?
- A resume, or résumé, is a concise document typically not longer than one page as the intended reader will not dwell on your document for very long.
- The goal of a résumé is to make an individual stand out from the competition.
- The job seeker should adapt the resume to every position they apply for, for it is in the applicant's hand and interest to change the

résume' from one job application to another and to tailer it to the needs of the specific posts.

- A résumé is a customizable document whereas a CV is not.
- A résumé doesn't need to be arranged and ordered in a chronological manner, or cover your whole career.

Difference between CV and résume'

Three major differences between CVs and résumés are: length, purpose, and layout.

- A résumé is a brief summary of your skills and experience over one or two pages, whereas a CV is more detailed stretching well beyond 2 pages.
- The résumé's can be tailored to each position, whereas the CV is static and any changes are made in cover letter appended to it.
- A CV has a clear chronological order listing the whole career of the individual whereas a résumés information can be shuffled around to bes suit the applicant or the job.
- The main difference is that a CV is intended to be a full record of your career history and a resume is a brief, targeted list of skills and achievements.

What is a cover letter?

When you apply for a job with a curriculum vitae (CV), it's important to include a cover letter, also known as a covering letter.

- Purpose: Cover letter allows you to make a favourable first impression, using narrative in your own tone of voice to catch the reader's attention and encourage him/her to give a serious review to your attached résumé/CV.

- Some features of cover letter
  - The letter should be tailored to respond to specific requirements requested by organization you are approaching.
  - Don't try to use the same cover letter for every job you apply for.
  - Each cover letter should outline the reasons for your interest in the company or organization.
  - Use your cover letter to identify the skills or experiences most specific to the job, rather than restating the information in your CV.
- What to include in a Cover letter:
  - The content of your cover letter should be brief and structured. Avoid lengthy repetition of information covered in your CV.
  - Unlike a CV, it is acceptable to write a cover letter in the first person.
  - Your letter should address the relevant contact, whose name often appears in the job advertisement.
  - Avoid using 'Sir' or 'Madam', if possible.
  - If you are replying to a job ad, say so. Mention the job title, any reference number, and where and when you saw it.
  - Always follow specific instructions and include any information if it is specifically requested.
  - Briefly outline your current situation and why you are seeking change.
  - Mention your current or last job, qualifications, and professional and academic training, making it as relevant as possible to the job applied for.

- State why you are interested in the person you are writing to as an employer.
- Highlight your transferable skills, achievements, and versatility. Explain what you can contribute and what makes you stand out from your competitors.
- Ensure that your cover letter does not slavishly match every point on the job description.
- Close your letter with a polite expression of interest in further dialogue with the recruiter.
- Ensure your letter is neatly and clearly presented with no grammatical or spelling errors.

- Cover Letter Sample

To
The Principal
Garrison Academy
Kharian Cant
} Addressing the Receivers

Subject: ____________________

Letter } Body

Yours sincerely,
Name, City
} closing

- Use appropriate punctuation marks in the following sentences!

(1) We had a great time in Malaysia; the kids really enjoyed it. (a semicolon is used to join two closely related independent clauses)

(2) Some people work best in the mornings; others do better in the evenings. (a semicolon is used to join two independent clauses)

(3) What are you doing next weekend? (a question mark at end of every direct question)

(4) Mother had to go into hospital; she had heart problems. (A semicolon joins the two independent clauses explaining the cause and effect)

(5) Did you understand why I was upset?

(6) It is a fine idea; let us hope that it is going to work. (A semicolon to join two independant clauses)

(7) We will be arriving on Monday morning — at least, I think so. (A dash sets off the explanatory phrase "at least, I think so". A comma is used after the transitional device or sentence adverb for slight pause)

(8) A textbook can be a "wall" between teacher and class. (Quotation marks are used to show that encapsulated word has a special meaning in this context)

(9) The girl's father sat in a corner. (An apostrophe is needed to show possession/relationship)

(10) In the words of Murphy's law: "Anything that can go wrong will go wrong." (A semicolon is used to set off quotation ~~of~~ or law of some great personality. Quotation marks are used to show someone's direct words)

(11) The men in question — Abrar, Nizam, and Iftikhar — deserve awards. (A pair of dashes is used to emphasize the appositive phrase listing the men's names)

(12) Several countries participated in the airlift: Italy, Belgium, France, and Luxembourg. (A colon is used to introduce~~d~~ the list of things viz. countries)

(13) "There's no room for error," said the engineer, "so we have to double check every calculation."

(14) Judge Carswell (later to be nominated for the Supreme Court) had ruled against civil rights. (A pair of parentheses is used to set off non-essential information. A space before the opening parenthesis is necessary)

(15) In last week's *NEW YORKER*, one of my favourite magazines, I enjoyed reading Leland's article "How Not to Go Camping." (Titles of magazines should be italicized, and titles of articles are placed in quotation marks)

(16) There was only one thing to do: study till dawn. (A colon is used to introduce the explanation of "one thing to do").

(17) Montaigne wrote the following: "A wise man never loses anything, if he has himself." (A colon is used to set off a quotation by great person)

(18) The following are the primary colours: red, blue, and yellow. (The colon is used to introduce a list)

(19) Arriving on the 8:10 plane were Humera, my old roommate; her husband; and Mustafa, their son. (A colon is used to show time in ~~[illegible]~~ hr:min and ratios. Semicolons are used to separate items in a list when the items themselves contain commas)

(20) When the teacher commented that her spelling was poor, Rehan replied, "All the members of my family are poor spellers. Why not me?" (A comma is needed first, after the dependent clause and then to set off a direct quotation of an ordinary person. Quotation marks are needed to enclose the direct speech)

(21) He used the phrase "you know" so often that I finally said, "No, I don't know." (Quotation marks are used to show that the phrase "you know" is not syntactic part of current sentence. Later, quotation marks are used to show a direct quotation)

(22) The automobile dealer handled three makes of cars: Toyota, Suzuki, and Honda. (A colon is used to show a list).

(23) Though Abbas said he would arrive on the 9:19 flight, he came instead on the 10:36 flight. (Semicolons are used to show time as hr:min)

(24) In baseball, a "show boat" is a man who shows off. (Quotation marks are used to show a slang)

(25) The minister quoted Isaiah 5:21 in las Sunday's sermon. (A colon is used for biblical or religious references as chapter: verse)

(26) There was a very interesting article entitled "The New Rage For Folk Singing" in last Sunday's NEW YORK TIMES newspaper. (the quotation marks are used to show article title. Newspaper names should be italicized)

(27) "Whoever is elected secretary of the club - Maheen, or Nadia, or Aisha - must be prepared to do a great deal of work," said Jamila, the previous secretary. (Dashes are used to set off the list of names. Comma after "Jumila" is to show that the coming information is a noun in apposition)

(28) Darwin's On The Origin Of Species (1859) caused a great contraversy when it appeared. (Book titles should be italicized. Date of publishing of a book should be encapsulated in parentheses)

- A run-on sentence is a grammatical error where two or more independent clauses (complete sentences) are joined incorrectly without appropriate punctuation or a conjunction.
- Ways to correct a run-on sentence.
  - Use a period and split it into two separate sentences.
  - Use a comma and a coordinating conjunction.
  - Use a semicolon in between
- When two independent clauses are joined together into one sentence only by a comma, this error is known as a comma splice. It is a type of run-on sentence.

Important points from Exercise Grammar
Class Twelve

Prepared by: Tousif Rehman Shah

- Pre-writing strategies are some useful techniques and strategies or processes that a writer uses to generate, explore, organize, and refine their ideas before drafting a final formal text.
  - The core purpose of pre-writing is move from a brank page to a structured plan, thereby overcoming 'writer's block', clarifying thinking, and ensuring that the final draft is focused, logical and coherent.
- These pre-writing strategies are often known as 'brainstorming techniques'.
- There are five pre-writing strategies: listing, clustering, free-writing, looping, and asking the six journalists' question.
- Listing is a process of generating a lot of information within a short time by generating some broad ideas and then building on those associations for detail.
- Listing is particularly useful if your starting topic is very broad and you need to narrow it down.
- In listing technique, jot down all the possible terms that emerge from the general topic you are working on.
- While listing, do not worry about editing or throwing out what might not be a good idea. The strategy is to simply write down as many possibilities as you can.
- Group the items that you have listed according to arrangements that make sense to you.

- Give each group a label and write a sentence about the label you have given to the group of ideas. You have now a topic sentence or possibly a thesis statement.
- Clustering is a strategy that allows you to explore the relationship between ideas.
- Clustering is also known as mindmapping and idea mapping.
- Clustering uses circles and lines to join and compare ideas on page visually.
- Freewriting is a process of generating a lot of information by writing non-stop for a predetermined amount of time
- In freewriting strategy the point is to generate ideas, not their arrangement coherently or grammatically.
- Looping is a freewriting technique that allows you to focus your ideas continually while trying to discover a writing topic.
- In looping technique, freewrite for the first time, identify a key thought or idea in your writing, begin to freewrite again, with that idea as your starting point.
- Rules for freewriting and looping are:
  - write quickly
  - do not edit in the first go.
  - do not stop
- Looping includes many "go's" of freewriting — as many as you think are necessary, circling new interesting topic, idea, phrase, or sentence each time. By the time you have finished four

or five rounds of looping, you will begin to have specific information that indicates what you are thinking about a particular topic.

- Journalists traditionally ask six questions when they are writing assignments that are broken down into 5 W's and one H: Who?, What?, Where?, When?, Why?, and How? These are called six Journalists' questions.
- Possible generic questions you can ask using the six journalists' questions follow:
  - Who?
    - Who are the participants?
    - Who are the affected?
    - Who are the primary actors?
    - Who are the secondary actors?
  - What?
    - What is the topic?
    - What is the significance of the topic?
    - What is the basic problem?
    - What are the issues related to that problem?
  - Where?
    - Where does the activity take place?
    - Where does the problem or issue have its source?
    - At what place is the cause or effect of the problem most visible?
  - When?
    - When is the issue most apparent? (in the past?, the present?, or the future?)
    - When did the issue or problem develop?
    - What historical forces helped shape the

problem or issue and at what point in time will the problem or issue culminate in a crisis?

- When is action needed to address the issue or problem?
- Why?
  - Why did the issue or problem arise?
  - Why is it an issue or problem at all?
  - Why did the issue or problem develop in the way that it did?
- How?
  - How is the issue or problem significant?
  - How can it be addressed?
  - How does it affect the participants?
  - How can the issue or problem be resolved?

- IPA Stands for International Phonetic Alphabet given by International Phonetic Association - founded in 1886, in Paris.
- IPA is a chart consisting of 107 different sound symbols, 52 diacritics (accents) and 4 prosodic marks (intonations). This chart encompasses virtually every phoneme used in every language on the planet.
- Some linguistics terms defined:
  - Phonemes The smallest unit of sound in a language that can distinguish meaning. Changing a phoneme changes the sound and meaning of words. Phonemes are abstract and are represented in between slashes. e.g /p/ , /b/ , /ə/.

- Phonetics: The scientific study of the physical sounds of human speech. It is concerned with the production (articulatory phonetics), transmission (acoustic phonetics), and perception (auditory phonetics) of sounds. Analyzing the exact position of the tongue when producing a sound is phonetics.
- Phonology: The scientific study of how sounds function and are organized within a particular language(s). It deals with the abstract, mental rules for combining phonemes. Explaining why 's' sounds like /s/ in "cats" ~~sometimes~~ while /z/ in "dogs" in English is doing phonology.
- Grapheme: Grapheme is the smallest functional unit of a writing system. It is the written representation of a phoneme. It could be one letter or multiple letters representing one phoneme. It is written in between < > signs. ~~Lett~~ Phoneme /s/ has grapheme <s>/<ss>. One phoneme can have multiple graphemes depending on the word where they occur.
- Graphology: In linguistics, graphology is the scientific study of a language's writing system, including its symbols (graphemes), spelling conventions, and punctuation. Analyzing the rules of English capitalization or the use of the apostrophe is studied in graphology.
- Syntax: The study of the rules and principles that govern how words are combined to form phrases, clauses, and sentences.

- Semantics: The scientific study of meaning and its production inside a language is semantics. It focuses on the meaning of words (lexical semantics) and how those meanings combine to form larger meanings in sentences. Analyzing the difference of meaning in similar words is semantics, or how the meaning of "The dog bit a man" is different from "The man bit the dog."
- Pragmatics: It is the scientific study of how context contributes to meaning. It examines how language is used in social situations and how inferences are made. The semantic meaning of "It's cold in here" is about temperature but pragmatic meaning would a request to close the windows.
- Applied linguistics: It is an interdisciplinary field that identifies and offers solutions to real-world language-related problems. Its primary concern is second language acquisition and teaching, but it also includes areas like: translation, lexicography, and language policy. Researching the most effective methods for teaching English as a Foreign Language (EFL) or developing a literacy program are examples of applied linguistics.
- Morphology: It is the study of the internal structure of words and the rules for word formation. It examines different grammatical parts in a word and their role in meaning formation.

- Morpheme: It is the smallest grammatical unit of meaning in a language. All roots, prefixes, suffixes etc are morphemes. A free morpheme has a meaning of its own while a bound morpheme is either prefix or suffix adding layers of meanings to other words, but having no stand-alone meanings themselves. For example: the word "unhappiness" has three morphesnes.
  un= a bound morpheme for 'not'
  happi(happy)= a free morpheme containing root
  ness = a bound morpheme indicating noun form.
- Sociolinguistics: The scientific study of the relationship between language and society. It examines how social factors (e.g class, gender, ethnicity etc) influence language use and how language varies across social contexts. Studying the different dialects of a language or how people use a more formal register in a job interview versus with friends.
- Psycholinguistics: The scientific study of the psychological and neurological factors that enable humans to acquire, comprehend, produce and store language. Researching how children acquire their first language or how the brain processes sentences in real-time is doing psycholinguistics.
- Discourse Analysis: The scientific study of language beyond the sentence level, analyzing larger linguistic units like conversations, narratives, or written texts. Analyzing the structure of a

political speech or the turn-taking patterns in a conversation is doing discourse analysis.

- Phonetic transcription is a system for representing the sounds of human speech in written form. Unlike orthographic spelling, which often has an inconsistent relationship with pronunciation, phonetic transcription aims to provide a one-to-one correspondence between a sound and its written symbol. This allows for an accurate and unambiguous record of how words and utterances are produced. The most widely used system for this purpose is IPA.
- According to IPA, English has 44 phonemes – despite having 26 letters in the alphabet.
- A table of English phonemes:

English phonemes
- consonants → 24
- vowels
  - short vowels → 7
  - long vowels → 5
  - diphthongs → 8

44 sounds

- IPA symbols of English consonants and their most common graphemes

phoneme	grapheme	Phoneme	grapheme
/b/	b, bb	/k/	k, c, ch, cc, que
/d/	d, dd, ed	/l/	l, ll
/f/	f, ff, ph, gh	/m/	m, mm, mb, mn, lm
/g/	g, gg, gue, gh	/n/	n, nn, kn, gn, pn
/h/	h, wh	/p/	p, pp
/dʒ/	j, ge, g, dge	/r/	r, rr, wr, rh

/s/	s, ss, c, sc, ps, ce, se	/tʃ/	ch, tch, tu, te
/t/	t, tt, th, ed	/ʃ/	sh, ce, s, ci, si, ch, sci
/v/	v, f, ve	/θ/	th
/w/	w, wh	/ð/	th
/z/	z, zz, s, ss, x,	/ŋ/	ng, nk, ngue
/ʒ/	asu, si, z treasure, division, azure	/j/	y, I, j

IPA symbols of English short vowels along with their most common graphemes

phoneme	grapheme	phoneme	grapheme
/æ/	a, ai, au	/ɒ/	a, ho, au, aw, ough
/e/	e, ea, u, ie, ai, a, eo, ei, ae	/ʊ/	o, oo, u, ou
		/ʌ/	u, o, oo, ou
/ɪ/	i, e, o, u, ui, y, ie	/ə/	a, er, i, ar, ur, our

IPA symbols of English long vowels along with their most common graphemes

phoneme	grapheme
/iː/	e, ee, ea, y, ey, oe, ie, i, ei, eo, ay
/uː/	o, oo, ew, ue, u, e, oe, ough, ui, oew, ou
/ɑː/	a
/ɜː/	ir, er, ur, ear, or, our, yr
/ɔː/	aw, a, or, oor, ore, oar, our, augh, ar, ough, au

English diphthongs along with most common graphemes

/eɪ/	a, ai, eigh, aigh, ay, er, et, ei, au, ea, ey, a–e(kate)
/aɪ/	i, y, igh, ie, uy, ye, ai, is, eigh, i–e(kite)
/oʊ/	o, oa, (o–e) (bone) oe, ow, ough, eau, oo, ew
/ɔɪ/	oi, oy, uoy
/aʊ/	ow, ou, ough
/eə/	air, are, ear, ere, eir, ayer
/ɪə/	ear, eer, ere, ier
/ʊə/	ure, our

⑥ Read the following phonetic transcription and write their spellings.

(1) Body Parts

PT	spelling	PT	Spelling
/ɑːm/	arm	/heə/	~~hand~~ hair
/ɪə/	ear	/hænd/	hand
/aɪ/	eye	/maʊθ/	mouth
/feɪs/	face	/nəʊz/	nose
/fʊt/	foot	/'ʃəʊldə/	shoulder

(2) Things used in bathroom

PT	spelling	PT	Spelling
/kəʊm/	comb	/flɔː/	floor
/ʃæm'puː/	shampoo	/'bɑːθruːm/	bathroom
/'neɪlfaɪl/	nail file	/'kɪtʃɪn/	kitchen
/pə'fjuːm/	perfume	/'selə/	cellar
/'taʊəl/	towel	/ˌʌp'steəz/	upstairs
/'ʃeɪvə/	shaver	/'siːlɪŋ/	ceiling
/səʊp/	soap	/'tʃɪmni/	chimney
/heə'draɪə/	hairdrier	/ruːf/	roof
/tuːθpeɪst/	toothpaste	/steəz/	stairs
/spreɪ/	Spray	/'ætɪk/	attic

(3) Numbers

PT	Spelling	PT	Spelling
/faɪv/	five	/tuː/	two
/wʌn/	one	/eɪt/	eight
/naɪn/	nine	/fɔː'tiːn/	fourteen
/θriː/	three	/fif'tiːn/	fifteen
/fɔː/	four	/θɜː'tiːn/	thirteen

(4) Fruits

PT	Spelling	PT	Spelling
/peə/	pear	/'tʃeri/	cherry

/'ɒrɪndʒ/	orange	/greɪpfruːt/	grapefruit
/greɪp/	grape	/æpl/	apple
/piːtʃ/	peach	/plʌm/	plum
/'kræznbəri/		/'strɔːbəri/	strawberry

(5) Colours

PT	Spelling	PT	Spelling
/griːn/	green	/braʊn/	brown
/gəʊld/	gold	/'jeləʊ/	yellow
/bluː/	blue	/greɪ/	grey
/blæk/	black	/'pɜːpl/	purple
/'ɒrindʒ/	orange	/waɪt/	white

(6) Family Relations

PT	Spelling	PT	Spelling
/'sɪstə/	sister	/'mʌðə/	mother
/'brʌðə/	brother	/'dɔːtə/	daughter
/'kʌzn/	cousin	/niːs/	niece
/ɑːnt/	aunt	/'nevjuː/	nephew
/'fɑːðə/	father	/'ʌŋkl/	uncle

(7) Clothes

PT	Spelling	PT	Spelling
/'dʒækɪt/	jacket	/skɑːf/	scarf
/ʃɜːt/	shirt	/'treɪnəz/	trainers
/blaʊz/	blouse	/skɜːt/	skirt
/kæp/	cap	/'swetə/	sweater
/dʒiːnz/	jeans	/'kəʊt/	coat

(8) Animals

/'taɪgə/	tiger	/kaʊ/	cow
/'ræbɪ/	rabbit	/'mʌŋki/	monkey
/hæmstə/	hamster	/maʊs/	mouse
/'biːtl/	beetle	/ʃiːp/	sheep
/guːs/	goose	/'spaɪdə/	spider

(9) Character

PT	Spelling	PT	Spelling
/'sɪərɪəs/	serious	/streɪndʒ/	strange
/'keəfʊl/	careful	/breɪv/	brave
/kən'fjuːzd/	confused	/'dʒentl/	gentle
/'dʒenərəs/	generous	/'ɒnɪst/	honest
/dɪ'tɜːmɪnd/	determined	/'kjʊərɪəs/	curious

(10) Miscellaneous words

PT	Spelling	PT	Spelling
/ðæt/	that	/'ʌndəʳ/	under
/'dɪfɪkᵊlt/	difficult	/'prɒbləm/	problem
/juː/	you	/'nevəʳ/	never
/wɪtʃ/	which	/'sɜːʳvɪs/	service
/ðeəʳ/	there	/'sʌmθɪŋ/	something
/ə'baʊt/	about	/pleɪs/	place
/'foʊtoʊ/	photo	/pɔɪnt/	point
/ʃʊd/	should	/prə'vaɪd/	provide
/'piːpᵊl/	people	/lɑːʳdʒ/	large
/'ɔːlsoʊ/	also	/'dʒenərəl/	general

- Write phonetic transcriptions of the following words

Spelling	PT	Spelling	PT
person	/'pɜːrsən/	information	/ɪnfər'meɪʃən/
once	/wʌns/	question	/'kwɛstʃən/
police	/pə'liːs/	business	/bɪznəs/
lose	/luːz/	power	/'paʊər/
position	/pə'zɪʃən/	change	/tʃeɪndʒ/
industry	/ɪndəstri/	move	/muːv/
major	/meɪdʒər/	book	/bʊk/
build	/bɪld/	development	/dɪ'vɛləpmənt/
language	/'læŋgwɪdʒ/	young	/jʌŋ/
international	/ˌɪntər'næʃənəl/	national	/'næʃənəl/

else	/ɛls/	water	/'wɔːtər/
center	/'sɛntər/	yet	/jɛt/
enough	/ɪ'nʌf/	perhaps	/pər'hæps/
calm	/kɑːm/	until	/ən'tɪl/
color	/'kʌlər/	control	/'kəntroʊl/
lure	/lʊər/	include	/ɪn'kluːd/
knife	/naɪf/	believe	/bɪ'liːv/

- The primary purpose of an introductory paragraph is to grab the interest of the reader and identify the topic and purpose of the essay.
- An introductory paragraph has three parts:
  - The opening statement is often called "the hook." It is used to grab the reader's attention right from the beginning.
  - The supporting sentences give a brief background needed to understand the topic. It links the hook to the thesis (the central point of the essay).
  - The thesis statement states the purpose and plan of the whole essay.
- There are at least four kinds of context clues that are quite common: synonym, antonym, explanation, and example clues.
  - Context clues through synonym:
    - His pertinacity, or stubbornness, is the cause of most of his trouble.
    - The girl was churlish – rude, sullen, and absolutely ill-mannered.
    - My opponent's argument is fallacious, misleading – plain wrong.

- Content clues through antonym:
- The girl who used to be very vociferous doesn't talk much anymore.
- Rather than be involved in clandestine meetings, they did everything quite openly.
- Although some men are loquacious, others hardly talk at all.

- Content clues through explanation:
- He was ~~not~~ so parsimonious that he refused to give his own sons the few pennies they needed to buy pencils for schools. It truly hurt him to part with his money.
- Because the conflagration was aided by wind, it was so destructive that every building in the area was completely burned to the ground.
- The patient is so somnolent that she requires medication to help her stay awake for more than a short time.

- Content clues through examples:
- Ecclesiastics, such as priests, ministers, and pastors, should set models of behaviour for their congregants.
- Celestial bodies, such as the sun, the moon, and stars, are governed by predictable laws.
- Pedagogical institutions, including high schools, kindergartens, and colleges, require community support to function efficiently.

- Stanza types.

Following are the major types of stanza based on the number of lines.

- Couplet is a pair of two consecutive lines of poetry that usually rhyme and often form a complete thought.
- Tercet is a three-line stanza.
- Triplet is a three-line stanza whose all three lines rhyme.
- Terza Rima is many tercets linked together with a rhyme scheme ABA, BCB, CDC.
- Quatrain is a four-line stanza – the most common stanza form used in English poetry.
- Quintain or Quintet is a five-line stanza with varying rhyme schemes.
- Limerick is a popular fixed quintain with a rhyme scheme (AABBA)
- Sestet is the most common term for a six-line stanza in poetry, and it specifically refers to the final six lines of an Italian/Petrarchan sonnet.
- Sexain is another term for a six-line stanza and is sometimes used interchangeably with sestet, especially outside of the sonnet context.
- Sextet can refer to a six-line stanza, but it's less common in a literary context and is usually reserved for the musical or general sense of 'six'.
- Septet is a seven-line stanza with varying rhyme schemes.
- Rhyme Royal is a special seven-line septet with a fixed rhyme scheme 'ABABBCC.'
- Octave is an eight-line stanza. This is the opening part of an Italian/Petrarchan sonnet typically with the rhyme scheme 'ABBAABBA.'

- Ottava Rima is a specific eight-line stanza with the rhyme scheme 'ABABABCC', used in epic poetry like Byron's Don Juan.
- Spenserian stanza is a unique nine-line form invented by Edmund Spenser for 'The Faerie Queene'. It has eight lines of iambic pentameter and a final line of iambic hexameter (an Alexandrine) with the rhyme scheme ABABBCBCC

- Some other verse forms:
  - Sonnet is a 14-line poem (rather than just a stanza) with a strict rhyme scheme and meter.
  - Villanelle is a 19-line stanza/verse form divided into five tercets and a final quatrain.
  - Sestina is a 39-line verse form divided into six 6-line sestets and a final 3-line envoy or tercet.
  - Rondeau is a 15-line stanza/verse form with a specific rhyme scheme and a repeating refrain.

- An alexandrine is a line of poetic verse that consists of 12 syllables (or in English meter, 6 iamic feet). It is named after the French medieval 'Roman d'Alexandre', a romance about Alexander the Great, in which this meter was first used. It is a line of iambic hexameter.

- In the following, write correct word in front of its description.

- someone who lives in an urban area urbanite
- to bring back to life revive
- related to the Stone Age Neolithic
- a feeling of friendship and brotherhood fraternity
- to cut off the head decapitate
- love for one's country patriotism
- same name homonym
- a person codified to treat the diseases of gums and teeth dentist
- consisting of two parts dual
- someone who has suffered a misfortune victim
- happening every November novennial
- liked or admired by many people popular
- having four feet quadruped
- joining or being joined union
- Write the phonetic transcription of the following.

bike /baɪk/	bus /bʌs/	car /kɑːr/	tire /taɪər/
ticket /'tɪkɪt/	truck /trʌk/	speed /spiːd/	patrol /pə'troʊl/
road /roʊd/	garage /gərɑːʒ/		

- The primary stress is the loudest syllable in a word.
- In one-syllable words, that one syllable has the primary stress, except for a handful of words (like 'the'), having no stress.
- Primary stress is marked in IPA by putting a raised vertical line ['] at the beginning of that syllable in the pronunciation key given.
- Syllables which aren't completely unstressed, but aren't as loud as the primary stress, are known ~~as secondary syllab~~ to have a secondary stress.

- Secondary stress is marked with a lowered vertical line [ˌ] at the beginning of that syllable in the pronunciation key given.
- In English, syllables having a schwa [ə] for a vowel are mostly unstressed.
- English has three levels of stress.
- Examples showing levels of stress

photograph	/ˈfotəˌɡɹæf/
delegate (v)	/ˈdɛləˌget/
delegate (n)	/ˈdɛləgət/

- Root words are words from which many other words are formed. Root words can be used with a combinations of roots and affixes
- Identify the root word for the following.

word	root	word	root	word	root
mountain	mount	kindness	kind	migration	migrate
rescued	rescue	answered	answer	actor	act
naturalist	nature	respectful	respect	champion	champ
stormy	storm	completed	complete	nervous	nerve
loaner	loan	misspell	spell	servant	serve

- Write phonetic transcription of the following

word	PT	word	PT	word	PT
stage	/steɪdʒ/	satchel	/ˈsætʃ.əl/	bubble	/ˈbʌb.əl/
infant	/ˈɪn.fənt/	snail	/sneɪl/	teeth	/tiːθ/
nurse	/nɜː(r)s/	quarrel	/ˈkwɒr.əl/	pipe	/paɪp/

- Rules for changing Latin words into their plural forms.

- -a changes into -ae

Sg	pl	Sg	pl	Sg	Pl
antenna	antennae	alumna	alumnae	larva	larvae
formula	formulae	lamina	laminae	vertebra	vertebrae

- -is changes into -es

Sg	pl	Sg	pl	Sg	Pl
thesis	theses	analysis	analyses	synopsis	synopses
crisis	crises	axis	axes	basis	bases
oasis	oases	nemesis	nemeses	ellipsis	ellipses

- -us changes into -i

Sg	pl	Sg	pl	Sg	Pl
Stimulus	stimuli	cactus	cacti	focus	foci
fungus	fungi	nucleus	nuclei	syllabus	syllabi
alumnus	alumni	radius	radii	genius	genii

- -um changes into -a

Sg	Pl	Sg	Pl	Sg	Pl
medium	media	cranium	crania	curriculum	curricula
referendum	referenda	datum	data	bacterium	bacteria
stratum	strata	symposium	symposia	agendum	agenda

- We use falling intonation with:
  - Statements
  - wh-questions
  - exclamations
  - commands
  - invitations
  - alternative questions
- We use rising intonations with:
  - Yes/no questions
  - offers
  - enumerations
- A comparison and contrast essay looks at the similarities and differences between two or more objects. These ~~structures~~ essays are structured in two main ways: Block structure and point-by-point structure.

- For the block structure, all information about one object being compared/contrasted is given first, and information about the other object is listed afterwards.

Introduction
Obj 1 – Point 1, 2, 3
Transition Paragraph
Obj 2 – Point 1, 2, 3
Conclusion

- For the point-by-point structure, each similarity or diference for one object is followed immediately by the similarity or difference for the other.

Introduction
Point 1 – Obj 1, 2
Point 2 – Obj 1, 2
Point 3 – Obj 1, 2
Conclusion

- A list of connectives of comparison
  - similarly
  - also
  - not only... but also...
  - just like (+ Noun)
  - to be the same as
  - to compare to/with
  - likewise
  - both... and...
  - neither... nor...
  - Similar to (+ Noun)
  - to be alike
- A list of connectives of contrast
  - however
  - by comparison
  - whereas
  - to be different from
  - in contrast
  - on the other hand
  - but
  - to be dissimilar to
  - in comparison
  - while
  - to differ from
  - to be unlike

Some idioms with meanings.

- to brighten up
  - to become more cheerful
- to take a shine to
  - to develop a liking for
- to make hay when the sun shines
  - to make the most of an opportunity while it lasts
- come rain or shine
  - whatever the weather/situation
- ~~to chase rainbows~~ to have one's head in the clouds
  - to have unrealistic, impractical, or fanciful ideas
- to save for a rainy day
  - to put something aside for a future time in which it may be needed
- to wait for a raindrop in the draught
  - to wait/hope for something which has very little chance of happening
- right as rain
  - fit and healthy
- to take a rain check
  - to refuse an offer, while demonstrating enthusiasm to accept it in the future
- into each life some rain must fall
  - everyone must experience difficulties or ill fortune at one time or another
- to rain on someone's parade
  - to spoil someone's plans/ to prevent someone from enjoying themselves
- it never rains, but it pours
  - misfortunes seem to either all come in quick succession or all come at once.

- dry spell
- a period in which someone is having less success than usual
- windfall
- a large amount of money won or unexpectedly received
- to shoot the breeze
- to have a casual conversation
- to get wind of something
- to hear a rumour about something
- to know which way the wind blows
- to understand what is happening in changing circumstance and be able to anticipate what will happen in the future
- to sail close to the wind
- to verge on the limit of what is acceptable, allowed, or honourable
- to throw caution to the wind
- to take great risk/to behave recklessly
- a cloud/storm on the horizon
- an approaching problem
- every dark cloud has a silver lining
- every difficult situation has a more comforting and hopeful aspect
- on cloud nine
- a state of great happiness.

~~to have one's head in the clouds~~

- to chase rainbows
- to pursue something impossible/impractical
- I don't have the foggiest idea
- I don't have a clue/I have no idea

- Meanings of some prefixes and the words they go ~~by~~ with

dis-	not/opposite	pre-	before
mis-	wrongly	non-	not
un-	not	super-	above
re-	again	sub-	under
inter-	between	anti-	against/opposing

words	new words
satisfied	dissatisfied, unsatisfied
spell	misspell, respell
acceptable	unacceptable
election	reelection, pre-election
related	unrelated, interrelated
pay	repay, prepay
sense	nonsense
script	prescript, subscript
merge	submerge, remerge
bacterial	antibacterial

- Words related to 'economy' with explanation

1= inflation: a continual increase in the price of goods and services

2= recession: a period of time in which there is a decrease in economic activity and many people donot have jobs

3= consumer: a person who buys goods and services

4= Economics: a science concerned with the process or system by which goods and services are produced, sold, and bought

5= deficit: an amount (such as of money) that is less than the amount that is needed

6= budget: an amount of money available for spending that is based on a plan for how it will be spent

7= credit: money that a bank or business will allow a person to use and then pay back in the future

8= capital: money, property etc that is used to start or operate a business

9= fiscal: of or relating to money and especially to the money a government, business, or oganization earns, spends, and owes

10= investment: the act of using money to earn more money; the act of investing money

11 = currency: the money that a country uses; a specific kind of money

12= cost: the price of something; the amount of money that is needed to pay for or buy something

13= stock: the supply of goods available for sale in a store

14= finance: the way in which money is used and handled

15= deposit: to put money etc. in a bank account.

16= bankrupt: to be unable to pay one's debts

- Suitable prefixes for the following words:

word	suitable prefixes
comfort	discomfort
matched	mismatched, well-matched, ill-matched
aging	anti-aging, pre-aging
standard	substandard, nonstandard
natural	unnatural, supernatural
locate	relocate, mislocate
act	react, interact, enact, transact, overact
caution	precautions
combatant	non-combatant, co-combatant, ex-combotant, precombatant, anti-combatant

Weather-related terms: Meanings and Differences

- General terms
  - clear = no clouds in the sky
  - bright = strong sunlight, possibly with some clouds
  - dull = overcast with thick, dark, gloomy cloud
  - cloudy = sky covered with clouds
- Moisture-Related Conditions
  - dry = no moisture present (air or surfaces)
  - damp = slightly wet, usually from previous moisture or high humidity
  - wet = covered or saturated with liquid water
  - rainy = steady rain falling
  - showery = short, intermittent bursts of rain
  - drizzly = light rain falling in very fine, mist-like droplets
  - snowy = snow falling or covering the ground
- Reduced visibility Conditions
  - foggy = visibility reduced below 1 km by water droplets at ground level
  - hazy = visibility reduced by dust, smoke, or fine dry particles (not water droplets)
- Wind and Storm Conditions
  - breezy = a sustained gentle to moderate wind (19-30 km/h)
  - stormy = very windy with violent weather, often with rain, thunder, or snow
- Key interdifferences

rainy vs showery

rainy implies prolonged rain; showery implies intermittent bursts

- drizzly vs rainy
  drizzle is finer and lighter than rain.
- foggy vs hazy
  fog is moisture-based; haze is particle-based.
- dull vs cloudy
  dull is a darker, gloomier type of overcast than cloudy.
- damp vs wet
  damp is slightly moist; wet is thoroughly saturated.
- breezy vs stormy
  breezy is pleasant wind; stormy is severe and potentially dangerous

- Words with different shades of same meaning

light/weak	medium	strong
big	large	enormous/gigantic
misting	raining/sprinkling	pouring
nibble	eat	gobble
scared	frightened	terrified
toss	throw	slam
yell	Shout	bellow
whisper	say	scream
cool	cold	freezing
cross	angry	furious

- In an argumentative or persuasive essay, the writer establishes a stance or position on an issue by providing reasons and supporting evidence. It is not just an opinion, but factual and includes data and figures gathered through research.

Structure of an argumentative essay

Introduction

- give an opening statement which hooks the reader.
- Start with a surprising statistical figure
- provide a background on the topic
- engage the readers by asking questions like:
  Why is this issue important?
  What are the root causes of this problem?
  What is affected?
  Are there any solutions available?

Body Paragraphs

- provide arguments based on evidence
- present one point in one paragraph
- three body paragraphs would make a good persuasive essay.

Conclusion

- summarize and close the essay with an impact.
- convince the reader claiming that your argument is the most valid one.

Meanings of some prefixes and words they go with

de	remove, reverse, reduce	mis	error, wrong, incorrect
dis	negate, reverse, separate	non	negation without opposition
ex	out of / former	pre	prior time, earlier position
il	not, opposite of	re	repitition, backward motion
im	not, opposite of	un	negation or reversal of action
in	negate, absence/ without	with	against / away / opposition

words	new words
fix	prefix, refix, unfix
mind	remind, unmind
equal	unequal, non-equal
prove	improve, disprove, reprove
sense	nonsense
pert	expert
legal	illegal, non-legal
frost	defrost, refrost
happy	unhappy, non-happy
respect	disrespect
fiction	nonfiction
ceed	exceed, recede (not receed)
place	replace, displace, misplace, nonplace
draw	redraw, withdraw
visible	invisible, non-visible
view	preview, review
usual	unusual, non-usual
logical	illogical, non-logical
play	display, replay, misplay, preplay
code	decode, recode, miscode
portant	important
trieve	retrieve
cellent	excellent
flex	reflex, inflex
lucky	unlucky, non-lucky
lead	mislead
fat	defat, nonfat
fair	unfair, nonfair
gust	disgust, degust
hold	withhold, rehold

- Fill in the blanks with appropriate transitional devices
  - Nearby, the teachers were meeting in a closed-door session. (place and space)
  - Similarly, the harvest dance was also hed on a Friday night. (comparison/contrast)
  - Evenif the school district pays for half of the students' breakfasts, there still will be those without enough resources to pay for the remaining amount. (cause/purpose)
  - Ultimately, no one has more influence on a student's grades than the student himself. (conclusion)
  - In the mean time, the library will be closed during lunch. (time/sequence)
  - Consequently, fewer students are able to take courses in the fine arts: music, art, and drama. (effect/result/qualification)
  - Furthermore, the students council has unanimously endorsed the revised calendar for school. (addition/extention)
  - In other words, a longer school day may provide more opportunities instead of fewer. (example/clarification)
- Use correct transition words in spaces below.
  - Tim earned an A on the test; although, Justin also received an A.
  - The book was interesting; although it was hard to read.
  - Gordon finished his chores early; therefore he had time to play football.
  - Sarah's horse is beautiful; likewise it is well-bred.
  - The sailors prepared the ship to sail; meanwhile, the dock workers loaded the cargo.

- Her sister had a cold; consequently, Julie's family cancelled the trip. ('therefore' also works)
- Oranges are good for you; for example, they are full of vitamin C.
- Two seats were left on the bus; therefore, most of the group had to wait for the next one. ('consequently' also works)

◎ Meanings of some words from the poem 'All the World's A Stage" in context

Words	Meanings	Words	Meanings
mewling	crying	satchel	bag for books
woeful	sad	pard	leopard
capon	a fat chicken	saws	sayings
instances	judgements	pantaloons	pants
shank	legs	treble	a high-pitched sound
oblivion	forgetfullness	sans	without

◎ Some words related to commerce and their meaning

- client, customer

  a customer is someone who buys goods or services.
  a client receives professional services.

- career, job

  a job is what someone does in exchange for money. A career is a professional trajectory that includes both past and present jobs.

- ~~coworkers, colleagues~~

  ~~a colleague is someone who works on one's team or for one's company. a coworker is a professional who works in one's industry, but~~

- a coworker is someone who works on one's team or for one's company. a colleague is broader — a professional who works in one's industry, but not necessarily for the same company.
- top-of-the-line, expensive, premium, overpriced

  expensive simply costs a lot for the buyer. It can be neutral or slightly negative. overpriced costs more than it should; it is negative. Premium conveys high quality and justifies higher cost; it has a positive connotation. Top-of-the-line means the best in its category; it has a positive connotation.
- ordinary, standard, run-of-the-mill, familiar, well-known, common

  Standard and ~~neutral~~ common have a neutral connotation. Run-of-the-mill and ordinary have more of a negative connotation. Familiar and well-known have a positive connotation.
- rich, well-off, well-to-do, wealthy

  Rich is direct term that we often try to avoid. Wealthy is a more polite way to communicate that someone has a lot of money. Well-off and well-to-do are euphemistic, indirect ways to communicate that someone has a lot of money.
- plant, sweatshop, factory, manufacturing, workshop

  Factory and manufacturing are synonyms. Sweatshop has a negative connotation and communicates that people work long hours for little pay. A workshop is smaller than a factory. Also, a plant is a place where things might be manufactured and/or repaired.

- warranty, guarantee

A warranty is a written document stating that a product will be repaired or replaced if it becomes defective. A guarantee is not always written and is usually not as specific as a warranty.

- manager, supervisor, boss

Boss has a negative connotation whereas supervisor and manager do not. Also, a supervisor is in charge of people whereas a manager may have additional responsibilities, such as meeting the financial objectives of the company.

- expense, cost, investment, price

Cost and price have a neutral connotation. Expense has a negative connotation. Investment has a positive connotation as it suggests that the benefit of the purchase will outweigh the cost.

- Parts of Speech changes to notice

Nouns	Adjective	Verb	Adverb
strength	strong	strengthen	strongly
poverty	poor		poorly
cruelty	cruel		cruelly
pilgrim/pilgrimage		pilgrimage	
pleasure	pleasing/pleased	please	pleasingly
richness	rich	enrich	richly
child/childhood	childish/childlike	child	childishly
waste		waste	
safety	safe	save	safely
darkness	dark	darken	

wickedness	wicked		wickedly
response	responsive/responsible	respond	responsively/responsibly
strangeness	strange		strangely
exhortion		exhort	
substance	substantial/substantive	substantiate	substantially substantively
satisfaction	satisfactory	satisfy	satisfactorily
necessity	necessary	necessitate	necessarily
success	successful	succeed	successfully
memory	memorial/memorable	memorize	memorially/ memorably
permission	permissive/ permissible	permit	Permissively/ permissibly
discovery	discoverable	discover	
decision	decisive	decide	decisively
use/usage	useful	use	usefully
		receive	
creativity/ Creation	creative	create	creatively
length	long/lengthy	lengthen	long/lengthily
height	high		highly
width	wide	widen	widely
depth	deep	deepen	deeply
bredth	broad	broaden	broadly
warmth	warm	warm	warmly
health	healthy	heal	healthily
wealth	wealthy		wealthily
truth	true		truly
youth	young		
stealth	stealthy	steal	stealthily
growth		grow	
filth	foul		
mirth/merriness	merry		merrily

Solemnity	solemn	~~solemnly~~	solemnly
tolerance	tolerant	tolerate	tolerantly
Sufficiency	sufficient		sufficiently
familiarity	familiar	familiarize	familiarly
rebellion	rebellious	rebel	rebelliously
inauguration	inaugural	inaugurate	
patriotism	patriotic		patriotically
glory	glorious	glorify	gloriously
submission	submissive	submit	submissively
penalty	punitive/penal	penalize	
thief/theft	thievish	thieve	thievishly
error	erroneous	err	erroneously
accuracy	accurate		accurately
anger	angry		angrily

◎ Some types of adverbs with examples.

- Sentence adverbs come in the beginning of the sentence and tells the speaker's view [illegible] of the entire statement rather than any single action. They need a comma. e.g:

  Frankly, I cannot support this plan.

  ~~Luckily, we won the game.~~

- Linking adverbs signal the logical relation between one statement/sentence and the next, such as contrast, result, addition. e.g:

  The evidence was thin. Nevertheless; the jury convicted him.

  These adverbs come at the beginning of the second sentence with a comma.

- Conjunctive adverbs function like linking adverbs and are usually treated as the same term. They relate independent clauses in meaning, not grammar. They mostly need a semicolon before and a comma after them. eg

  The team was exhaustive; therefore, the coach ended practice early

- Disjunctive adverbs, often called disjuncts, stand outside the clause and convey attitude, comment on the truth, style or manner of speaking, or viewpoint of the statement. Sentence adverbs show the speaker's attitude towards truth or liklihood of the statement and are evaluative, but disjunctive adverbs tell attitude + style. eg

  Sadly, the plan failed.

  Strictly speaking, the rule does not apply.

  - Adjunctive adverbs, or adjuncts, modify the verb directly by adding information about time, place, manner, frequency, or degree. e.g She answered quickly.
- Some sentences showing transitional devices
  - Sulaiman's work is wonderful therefore he got a raise.
  - Najma was a terrible employee; nevertheless, she got promoted.
  - We hope to receive the order on time; otherwise we will cancel.
  - Haroon had seniority; however he was laid off.
  - Further to your request last week, we are sending you a catalog.
  - Since last week, she has not been the same.
  - Until the boss arrives, I am the one who makes rules.
  - As soon as he can, the director will receive you.
  - Please be on time; moreover, try to be early.
  - Actually we are thinking of expending.
  - In order to fulfill his contract, he will have to submit his sketches by Friday.
  - Whenever an invoice is paid by cheque, make sure it is deposited as soon as possible.
  - Our company expanded; accordingly, we hired new personnel.
  - Meanwhile, you can type a new letter.
- Anaphora is a backward reference. The term is derived from Ancient Greek words 'ena' and 'pherro' meaning 'a carrying back.'

- Linguistically, an anaphoric reference means the use of a word or an expression in a text, the meaning of which is clarified when referred back to another word for expression (antecedent) used earlier in the text. e.g

  I met Kamran. He looked really smart.

- Cataphora is a forward reference. The term is derived from Ancient Greek 'kata' and 'pharro' meaning 'carrying downwards'.
- Linguistically, a cataphoric reference means a word or expression in a text that refers to another word or expression used later in the text (postcedent). So one has to look ahead to understand its meaning. e.g:

  ~~When he arrived~~,
  Upon his arrival, Salman noticed a change in the environment.

- Difference is similar words
  - spatial, spacious, roomy

Spatial is abstract and measures space between two objects. It also means relating to space.
Spacious means describes size or extent, large in area, having ample physical space.
Roomy emphasizes comfort and practicality.

* an analysis is spatial
* a place is spacious
* a spacious place feels roomy.

- timid, cowardly, timorous

Timid refers to general shyness of a person - related to personality trait.
Cowardly refers to a sense of moral judgement of an action done to avoid danger or responsibility. It is shameful.
Timorous has a formal and literary tone, emphasizing fearfulness and nervousness.

  + a person is timid
  + a person feels/is timorous
  + a person's action is cowardly.

- literal, literary

Literal is true and exact meaning of the words, not exaggerated or metaphorical.
Literary is related to literature or the art of writing; having qualities associated with literature. It relates to style, creativity, or the study of written works.

  + Meaning is literal
  + Style is literary.

- urban, rural, [illegible] pastoral, bucolic, rustic

Urban is characteristic of city life
Rural is characteristic of countryside
Pastoral means idealizing countrylife for its simplicity, peacefulnes
Bucolic relates to the pleasant aspects of the countryside or rural life, often poetic or idyllic.
Rustic is typical of a countryside. It notices the simple, rough, unsophisticated way of life.

- city is urban
- villages are rural
- poems depicting shepherds are pastoral.
- scenes of idyllic fields are bucolic
- rough-hewn furniture etc ~~are~~ is rustic

- verbal, oral, physical

Verbal covers all use of words, written and spoken.

Oral refers to words spoken or delievered by mouth. It does not include written words.

Physical concers bodily or tangible actions, not language.

- ~~[illegible]~~ Written warnings etc are verbal
- ~~[illegible]~~
- Spoken words are mouth examinations are oral
- Demonstrations with body gestures are physical

- error, mistake, blunder, lapse, fault

Error is a deviation from accuracy or correctness; it is formal and neutral.

Mistake is a general and everyday term for being wrong. It refers to an incorrect action, judgement, or belief.

Blunder is a serious and careless mistake which is conspicuous, and embarrasing..

Lapse is temporary failure or slip, often in judgement, memory, or concentration

Fault has a sense of responsibility for a mistake or wrongdoing. It implies a blame

-

* a spelling mistake/error
* a mistake in judgement
* an error/mistake/blunder in calculation
* a serious blunder
* to accept one's fault
* a momentary lapse

● Word pairs for strong and normal connotations

normal force	strong connotation
beautiful	pretty
good (meal)	delicious
fall	crash
hungry	starving
hard	firm
march	dash out